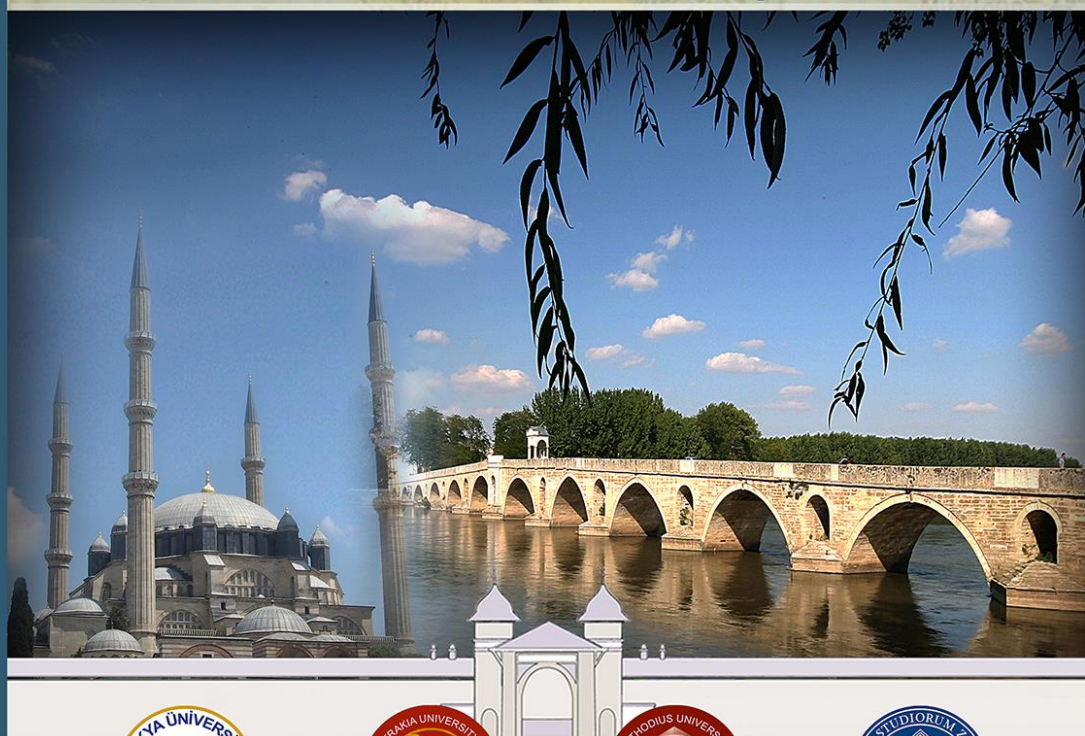


9th International Balkan Education and Science Congress

www.bes2014.org

16-18 October 2014 / EDİRNE



PROCEEDINGS



9. Uluslararası Balkan Eğitim ve Bilim Kongresi
9th International Balkans Education and Science Congress
16-18 Ekim 2014 – 16-18 October 2014

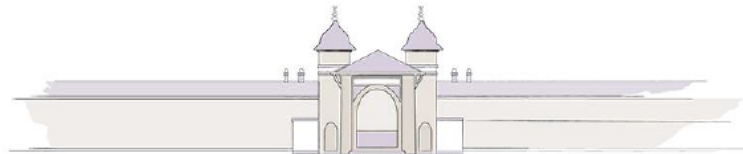
Trakya University - Edirne
<http://www.bes2014.org>

PROCEEDINGS

Editors

Assoc. Prof. Dr. Tuncer BÜLBÜL

Assoc. Prof. Dr. Yılmaz ÇAKICI



COMMITTEES

Honorary Board

Prof. Dr. Yener YÖRÜK, Rector of Trakya University
Prof. Dr. Aleksa Bjeliš, Rector of Zagreb University
Prof. Dr. Ivan Kostadinov STANKOV, Rector of Trakia University
Prof. Dr. Velimir Stojkovski, Rector of Ss Cyril and Methodius University

Congress Presidents

Prof. Dr. Ali İhsan ÖBEK, Dean of the Trakya University Faculty of Education, Turkey
Prof. Dr. Vlado Timovski, Dean of the Ss. Cyril and Methodius University Faculty of Education, Skopje, Macedonia
Prof. Dr. Ivan PRSKALO, Dean of the Zagreb University Faculty of Education, Zagreb, Croatia
Assoc. Prof. Dr. Krasimira MUTAFCHIEVA, Dean of the Trakia University Faculty of Education, Stara Zagora, Bulgaria

Advisory Board

Prof. Dr. Cevat CELEP, Kocaeli University
Prof. Dr. İbrahim Halil DİKEN, Anadolu University
Prof. Dr. Stefanka GEORGIEVA, Trakya University - Stara Zagora
Prof. Dr. İsmail GÜVEN, Ankara University
Prof. Dr. Yüksel KAVAK, Hacettepe University
Prof. Dr. Leyla KARAHAN, Gazi University
Prof. Dr. Kasım KARAKÜTÜK, Ankara University
Prof. Dr. Tehvide KARGIN, Ankara University
Prof. Dr. Hafize KESER, Ankara University
Prof. Dr. Antonina KOLEVA, Trakya University - Stara Zagora
Prof. Dr. Sevinç Sakarya MADEN, Trakya University
Prof. Dr. Ferhan ODABAŞI, Anadolu University
Prof. Dr. Fatma ÖZMEN, Trakya University
Prof. Dr. Mustafa SAFRAN, Gazi University
Prof. Atilla SAĞLAM, Trakya University
Prof. Dr. Asuman Seda SARACALOĞLU, Adnan Menderes University

Organizing Committee

Assoc. Prof. Dr. Tuncer BÜLBÜL, Chairman of Organizing Committee -Trakya University
Assoc. Prof. Dr. Yılmaz ÇAKICI, Chairman of Organizing Committee -Trakya University
Assoc. Prof. Dr. Cem ÇUHADAR, Trakya University
Assoc. Prof. Dr. Lulzim ADEMİ, Ss. Cyril and Methodius University
Assoc. Prof. Dr. Metodi GLAVCHE, Ss. Cyril and Methodius University
Assoc. Prof. Dr. Violeta KARTSELYANSKA, Trakya University - Stara Zagora
Assoc. Prof. Dr. Elizabeta RALPOVSKA, Ss. Cyril and Methodius University
Assoc. Prof. Dr. Hristo SALDZHIEV, Trakya University - Stara Zagora
Assoc. Prof. Dr. Ani ZLATEVA, Trakya University - Stara Zagora
Assist. Prof. Dr. Murat ÇELTEK, Trakya University
Assist. Prof. Dr. Tuncay ÖZTÜRK, Trakya University
Assist. Prof. Dr. Şahin DÜNDAR, Trakya University
Assist. Prof. Dr. Emre GÜVENDİR, Trakya University
Assist. Prof. Dr. Meltem ACAR GÜVENDİR, Trakya University
Assist. Prof. Dr. Gökhan ILGAZ, Trakya University
Assist. Prof. Dr. Hasan ÖZGÜR, Trakya University
Lec. Tonguç BAŞARAN, Trakya University
Lec. Sezgin KONDAL, Trakya University

Scientific Board

Prof. İsmail ATEŞ, Hacettepe University
Prof. Dr. İlayet AYDIN, Ankara University
Prof. Dr. Mustafa AYDOĞDU, Gazi University
Prof. Dr. Servet BAL, Fatih University
Prof. Dr. Ali BALCI, Ankara University
Prof. Dr. Şerif Ali BOZKAPLAN, Dokuz Eylül University
Prof. Dr. Şener BÜYÜKÖZTÜRK, Gazi University
Prof. Dr. Jack CUMMINGS, Indiana University
Prof. Dr. Temel ÇALIK, Gazi University
Prof. Dr. Necati DEMİR, Gazi University
Prof. Dr. Çağlayan DİNÇER, Ankara University
Prof. Dr. Cihangir DOĞAN, Marmara University

Prof. Dr. Yeřim FAZLIOĐLI, Trakya University
Prof. Dr. Seval FER, Hacettepe University
Prof. Dr. Ali GÜL, Gazi University
Prof. Dr. Gelengöl HAKTANIR, Ankara University
Prof. Dr. Carolyn HILDEBRANDT, Northern Iowa University
Prof. Dr. Georgi IVANOV, Trakya University - Stara Zagora
Prof. Dr. Aida ISLAM, Ss. Cyril ve Methodius University
Prof. Dr. Slagjana JAKİMOVİK, Ss. Cyril ve Methodius University
Prof. Dr. Yöcel KABAPINAR, Marmara University
Prof. Dr. Nesrin KALYONCU, Abant İzzet Baysal University
Prof. Dr. Hülya KELECİOĐLU, Hacettepe University
Prof. Dr. Yasemin Karaman KEPENEKÇİ, Ankara University
Prof. Dr. Aziz KILINÇ, 18 Mart University
Prof. Dr. Yıldız KOCASAVAŞ, İstanbul University
Prof. Dr. Nizamettin KOÇ, Ankara University
Prof. Dr. Tatjana KOTEVA-MOJSOVSKA, Ss. Cyril ve Methodius University
Prof. Dr. Gökhan MALKOÇ, İstanbul Commerce University
Prof. Dr. Bonnie NASTASI, Tulane University
Prof. Dr. Mustafa SAĐLAM, Anadolu University
Prof. Dr. Bujar SAİTİ, Ss. Cyril ve Methodius University
Prof. Dr. Mustafa SÖZBİLİR, Atatürk University
Prof. Dr. Işıl ÜNAL, Ankara University
Prof. Dr. Adil TÜRKÖĐLU, Adnan Menderes University
Assoc. Prof. Dr. Oktay Cem ADIGÜZEL, Anadolu University
Assoc. Prof. Dr. Ömer ADIGÜZEL, Ankara University
Assoc. Prof. Dr. Emine AHMETOĐLU, Trakya University
Assoc. Prof. Dr. Yavuz AKBULUT, Anadolu University
Assoc. Prof. Dr. Yahya ALTINKURT, MuĐla University
Assoc. Prof. Dr. Duygu ANIL, Hacettepe University
Assoc. Prof. Dr. Tolga Arıcak, Harvard University
Assoc. Prof. Dr. Hikmet ASUTAY, Trakya University
Assoc. Prof. Dr. Bünyamin ATICI, Fırat University
Assoc. Prof. Dr. Sema BATU, Anadolu University
Assoc. Prof. Dr. Mücahit COŞKUN, Karabük University
Assoc. Prof. Dr. Mustafa ÇAKIR, Marmara University

Assoc. Prof. Dr. Şakir ÇINKIR, Ankara University
Assoc. Prof. Dr. Atilla ÇİMER, Karadeniz Technical University
Assoc. Prof. Dr. Ömay ÇOKLUK, Ankara University
Assoc. Prof. Dr. Nuri DOĞAN, Hacettepe University
Assoc. Prof. Dr. Ahmet DOĞANAY, Çukurova University
Assoc. Prof. Dr. Gülay EKİCİ, Gazi University
Assoc. Prof. Dr. Durmuş EKİZ, Karadeniz Technical University
Assoc. Prof. Dr. Feyyat GÖKÇE, Uludağ University
Assoc. Prof. Dr. Yüksel GÖKTAŞ, Atatürk University
Assoc. Prof. Dr. Hülya GÜVENÇ, Yeditepe University
Assoc. Prof. Dr. Serhat İREZ, Marmara University
Assoc. Prof. Dr. Filiz KABAPINAR, Marmara University
Assoc. Prof. Dr. Mübin KIYICI, Sakarya University
Assoc. Prof. Dr. Emine KOLAÇ, Anadolu University
Assoc. Prof. Dr. Özgen KORKMAZ, Mevlana University
Assoc. Prof. Dr. Suzana KOTOVCEVSKA, Ss. Cyril ve Methodius University
Assoc. Prof. Dr. Abdullah KUZU, Anadolu University
Assoc. Prof. Dr. Shannon MELİDEO, Marymount University
Assoc. Prof. Dr. Hasan Basri MEMDUHOĞLU, Yüzüncüyıl University
Assoc. Prof. Dr. Aytunga OĞUZ, Dumlupınar University
Assoc. Prof. Dr. Ebru OĞUZ, Mimar Sinan University
Assoc. Prof. Dr. Sena Gürşen OTACIOĞLU, Marmara University
Assoc. Prof. Dr. Muhlise Çoşgun ÖGEYİK, Trakya University
Assoc. Prof. Dr. Güven ÖZDEM, Giresun University
Assoc. Prof. Dr. Seçkin ÖZSOY, Ankara University
Assoc. Prof. Dr. Ali ÖZTÜRK , Anadolu University
Assoc. Prof. Dr. Vanya PETROVA, Trakya University - Stara Zagora
Assoc. Prof. Dr. Tacettin PINARBAŞI, Atatürk University
Assoc. Prof. Dr. Rebecca Martinez REID, Indiana University
Assoc. Prof. Dr. Mariya TENEVA, Trakya University - Stara Zagora
Assoc. Prof. Dr. Osman TİTREK, Sakarya University
Assoc. Prof. Dr. Enver TUFAN, Gazi University
Assoc. Prof. Dr. Binali TUNÇ, Mersin University
Assoc. Prof. Dr. Vesile YILDIZ, Dokuz Eylül University
Assoc. Prof. Dr. Kürşad YILMAZ, Dumlupınar University

Assoc. Prof. Dr. Mukadder YÜCEL, Trakya University
Assist. Prof. Dr. Funda Gündoğdu ALAYLI, Trakya University
Assist. Prof. Dr. Fatma AKGÜN, Trakya University
Assist. Prof. Dr. Nurettin AYDINER, Trakya University
Assist. Prof. Dr. Zerrin BALKAÇ, Trakya University
Assist. Prof. Dr. Eylem BAYIR, Trakya University
Assist. Prof. Dr. Ethem Nazif BAYAZITOĞLU, Trakya University
Assist. Prof. Dr. Lütüye CENGİZHAN, Trakya University
Assist. Prof. Dr. Hüsnü CEYLAN, Trakya University
Assist. Prof. Dr. İbrahim COŞKUN, Trakya University
Assist. Prof. Dr. Ahmet Naci ÇOKLAR, Necmettin Erbakan University
Assist. Prof. Dr. Aysun ÇOLAK, Anadolu University
Assist. Prof. Dr. İbrahim DİNÇELİ, Trakya University
Assist. Prof. Dr. Emrah Oğuzhan DİNÇER, Trakya University
Assist. Prof. Dr. Seda DONAT, Trakya University
Assist. Prof. Dr. Hüsnüye DURMAZ, Trakya University
Assist. Prof. Dr. Demirali Yaşar ERGİN, Trakya University
Assist. Prof. Dr. Deniz Mertkan GEZGİN, Trakya University
Assist. Prof. Dr. Fatih GÜNAY, Trakya University
Assist. Prof. Dr. Nesrin GÜNAY, Trakya University
Assist. Prof. Dr. Şemseddin GÜNDÜZ, Necmettin Erbakan University
Assist. Prof. Dr. Sabri GÜNGÖR, Kafkas University
Assist. Prof. Dr. Ersin GÜNGÖRDÜ, Karabük University
Assist. Prof. Dr. İsmail KILIÇ, Trakya University
Assist. Prof. Dr. Kerem KILIÇER, Gaziosmanpaşa University
Assist. Prof. Dr. Oya Onat KOCABIYIK, Trakya University
Assist. Prof. Dr. Handan KÖKSAL, Trakya University
Assist. Prof. Dr. Onur KÖKSAL, Selçuk University
Assist. Prof. Dr. Ömer KUTLU, Ankara University
Assist. Prof. Dr. Asude MALKOÇ, Trakya University
Assist. Prof. Dr. Aslıhan OSMANOĞLU, Trakya University
Assist. Prof. Dr. Muharrem ÖZDEN, Trakya University
Assist. Prof. Dr. Kenan ÖZDİL, Trakya University
Assist. Prof. Dr. Hasan ÖZYILDIRIM, Trakya University
Assist. Prof. Dr. Ebru SELÇİOĞLU, Trakya University

Assist. Prof. Dr. Emel SİLAHSIZOĞLU, Trakya University
Assist. Prof. Dr. Serkan ŞENDAĞ, Akadeniz University
Assist. Prof. Dr. Tayfun TANYERİ, Pamukkale University
Assist. Prof. Dr. Murat TAŞDAN, Kafkas University
Assist. Prof. Dr. Nilgün TOSUN , Trakya University
Assist. Prof. Dr. Yıldırım TUĞLU, Trakya University
Assist. Prof. Dr. Ayfer UZ, Trakya University
Assist. Prof. Dr. Levent VURAL, Trakya University
Assist. Prof. Dr. Banu YAMAN, Trakya University
Assist. Prof. Dr. Suat YAPALAK, Trakya University
Assist. Prof. Dr. Birol YİĞİT, Trakya University
Dr. Hassan ALİ, Maldiv National University
Dr. Monika DOHŇANSKÁ, Dubnica Technology Institute
Dr. Slávka HLÁSNA, Dubnica Technology Institute
PhD. Belgin UZUNOĞLU YEGÜL, Trakya University

İçindekiler Tablosu/Contents

Bildiri ID: 1. Women in Economy Drita MEHMEDI	1
Bildiri ID: 2. Life-long Education and Adult Education. European Policies and Strategies Martin RANCHEV	6
Bildiri ID: 5. Sınıf Öğretmenliği Eğitiminde Müzik Dersleri Sevan NART	10
Bildiri ID: 9. The Module "Word Processing" in the Training of Students of Pedagogical Studies in Information Technologies Mima TRIFONOVA	17
Bildiri ID: 11. Concept of the Curriculum According to the Adapted Physical Activity for Future Preschool and Primary Teachers Galena TERZIEVA, Vesselina IVANOVA	23
Bildiri ID: 12. Status Of Speechreading Skills In Hearing Impaired Students Integrated In Mainstream Schools Diyana GEORGIEVA	27
Bildiri ID: 14. The Point of "Tolerance" Between Teachers and Parents of Children with Chronic Illnesses Elena BUYUKLIEVA	32
Bildiri ID: 15. Cooperation as a Form of Social Interest in Children at the Age of 5-7 Raised in Foster Care Institution Nedelina ZDRAVKOVA	38
Bildiri ID: 16. Development of Higher Education in the Context of Globalization Elena LAVRENTSOVA	42
Bildiri ID: 18. Motor Education at Preschool Age – Actuality and Tendencies Veselina IVANOVA, Galena TERZIEVA	46
Bildiri ID: 19. Spread the Delay in Mental Development at the Age of Primary Schooling, the Distribution and Dynamics in Stara Zagora Veska SHOSHEVA, Krasimira BENKOVA, Stefka DINCHIYSKA, Anton STOYKOV, Milena ILIEVA	50
Bildiri ID: 20. Autisman Dretention in Mental Development, Dynamics and Problems in Diagnosis Mitko SHOSHEV	53
Bildiri ID: 21. Laboratory Work in the Training of Students Majoring in Preschool and Primary School Education Vanya PETROVA, Angel SLAVCHEV, Margarita PENEVA	56
Bildiri ID: 22. Project Based Learning Using Information and Communication Technologies Christomir ZAFIROV	61
Bildiri ID: 31. Kosova'da Orta Öğretim Düzeyinde Yabancı Dil Türkçe Öğretimi Açısından Misafir Aile Programı Etkinliği Salih OKUMUŞ, H.Hüseyin DEMİR	65
Bildiri ID: 32. Kosova'da Yabancı Dil Olarak Türkçe Öğretiminde Bir Dinleme/İzleme Etkinliği: Türkçe Dizi Filmler ve Etkileri Salih OKUMUŞ, H.Hüseyin DEMİR	78
Bildiri ID: 35. For Some Aspects of Macedonian Multiculturalism in Textbooks for Primary Education Snezana MIRASCIEVA, Vlado PETROVSKI	86

Bildiri ID: 36. Productive Strategies – A Tool for Forming the Transversal Competences of the Students Grade 1 – 4 in the Course of Education in Mathematics Maria Petrova TEMNIKOVA	90
Bildiri ID: 39. Bilgisayar Bilimleri Uzaktan Eğitim Öğrencilerinin Ulusal ve Uluslararası Değişim Programlarından Yararlanma Talepleri, Beklentileri ve Bu Programlara Uygunluklarının İncelenmesi Cenk ATLIĞ	95
Bildiri ID: 44. Presentation Of Health Professions At Medical College Of Trakia University - Stara Zagora Hristina Milcheva, Mariya Dimova	100
Bildiri ID: 45. 5-7 Yaş Arası Çocuklarda Hoşgörü ve Empati Oluşumunda Oyunun Rolü Play as a Form and Means for the Formation of Tolerance and Empathy in Children of Age 5-7 Years Nadie KARAGYOZOVA	105
Bildiri ID: 54. Bulgaristan'da Örnek Bir Eğitim Kurumu Medresetün Nüvvab Erhan VATANSEVER, Zerrin BALKAÇ	109
Bildiri ID: 56. Cumhuriyetin Halk Eğitimine Örnek Olması Bakımından “Edirne Halk Dershaneleri” Veysi AKIN	113
Bildiri ID: 59. Some Interdisciplinary Scientific Approaches about the Importance of Music in the Function of Musical Education Aida ISLAM, Stefaniya LESHKOVA – ZELENKOVSKA	119
Bildiri ID: 60. Medyada 12 Yıllık Zorunlu Eğitim Sistemi Zuhal DEMİR, M. Yüstra ARSLAN	123
Bildiri ID: 63. Acceptance of Diversity: A Case for Inclusion Seyithan DEMIRDAG	131
Bildiri ID: 73. Lojistik Konusunda Önlisans Düzeyinde Verilen Eğitimlerin Ülkemiz Açısından Değerlendirilmesi İlhan ATIK	136
Bildiri ID: 74. New Approaches in Vocational Education and the Effects of Logistics Sector upon the Employment İlhan ATIK, Metin ATAÇ	142
Bildiri ID: 78. Native Language Interference in Learning and Using English Phrasal Verbs, Seen from the Perspective of the Semantic Approach, on the Overall English Learning Outcomes Florin AJDINI	147
Bildiri ID: 84. Orff Schulwerk Seviye Geliştirme Kursu Katılımcılarının Profillerinin Belirlenmesine ve Bakış Açılarının Ortaya Konmasına Yönelik Bir Durum Çalışması Özlem ÇELEBİOĞLU MORKOÇ	152
Bildiri ID: 85. Tanzimat Dönemi Eğitim Sistemi Zerrin BALKAÇ	158
Bildiri ID: 86. Anne-Çocuk Arasındaki Bağ ve Çocuğun İlk Müzik Deneyimi; Ninniler S. Özlem KAYA, Berna ÖZKUT	163
Bildiri ID: 100. Bulgaristan Cumhuriyetinin Ana Okullarındaki Karışık Yaş Grupları - Gerçekler ve Eğilimler Yuliya DONÇEVA, Fatme YAMAKOVA	169
Bildiri ID: 101. Temel Eğitimin Başlangıç Aşamasındaki Bilgi ve İletişim Teknolojilerinin Entegre Özelliği Yuliya DONÇEVA, Fatme YAMAKOVA	173

Bildiri ID: 102. The Connection Of Questions To Some Psychophysical And Developmental Characteristics Of The Students Leonora JEGENI.....	177
Bildiri ID: 103. Longitudinal Determination of the Differences of the Motor Abilities of Female Students Aged 10 and 12 Marjan MALCEV	182
Bildiri ID: 104. Cultural Accommodation of English Translations into Albanian, Its Relevance to the Overall Translation Cohesion Florim AJDINI.....	187
Bildiri ID: 105. Multiculturalism and Intercultural Values in Education Emil SULEJMANI.....	192
Bildiri ID: 106. Cultural and Psychosocial Determinants of the Verbal Abilities of Children: The Role of the Experience in the Family and Environment Lulzim MURTEZANI.....	196
Bildiri ID: 107. Mother Language Curriculum and Syllabus in Elementary School in the Republic of Macedonia Lulzim ALIU	200
Bildiri ID: 109. Turkish Loan Words in the Latest Generation of Textbooks for the Subject Macedonian Language Blagica PETKOVSKA.....	206
Bildiri ID: 110. Webquest–A Tool for Acquiring Functional Language Literacy in Elementary Education in the Republic of Macedonia Anita SHTERJOSKA.....	213
Bildiri ID: 111. Bazı Kişisel Değişkenlere Göre Sınıf Öğretmenlerinin Okulun Organik Örgütsel Yapısına İlişkin Algılarının İncelenmesi Yusuf CERİT, Nuri AKGÜN, Tuncay ÖZDEMİR, Kaya YILDIZ	218
Bildiri ID: 115. The First Foreign Language (English Language) in the Education System of the Republic of Macedonia Lulzim ADEMI	223
Bildiri ID: 116. The Educational Software in the Republic of Macedonia and Its Use in Albanian Language Classes Lulzim ADEMI, Lulzim ALIU	227
Bildiri ID: 117. Sınıf Öğretmenlerinin Serbest Etkinlikler Dersine İlişkin Görüş ve Sorunları: Bir Durum Çalışması (Şırnak İli Örneği) Musa SARGIN, Mehmet TAŞDEMİR	231
Bildiri ID: 118. Sınıf Öğretmenlerinin Eleştirel Düşünme Becerisi Öğretimine İlişkin Görüşleri Volkan ERDOĞAN, Kaya YILDIZ, Yusuf CERİT, Tuncay ÖZDEMİR.....	237
Bildiri ID: 121. Modern Methods Of Teaching Of Social Sciences, Tourism And Economy Mariana Lambova, Tonguç Başaran.....	243
Bildiri ID: 123. Pupils' Creativity Enhancement through School Prints Techniques in the Process of Visual Arts Education in Macedonia Burhan AHMETI	250
Bildiri ID: 124. Sanat Eğitiminde Kültürel Kuram Mehtap KODAMAN.....	255

Bildiri ID: 129. Education Technology - A Necessity of the Modern Education Process Sabit VEJSELI, Muamer ALA	259
Bildiri ID: 131. Turkish Loan Words as Denominations for the Colors in the Macedonian Language Elizabeta RALPOVSKA.....	264
Bildiri ID: 132. Developing the Interethnic and Intercultural Competencies of the Elementary Education Students in the Republic of Macedonia through the Syllabus Rozalina POPOVA-KOSKAROVA	268
Bildiri ID: 133. Commercialization of Children's Toy Asya VELEVA	272
Bildiri ID: 134. Inclusive Education – The Human Aspect of Education Teuta SABANI.....	276
Bildiri ID: 135. Playing Games as an Interactive Environment for Education and Training Maria BECHEVA, Nikola VAKRILOV.....	281
Bildiri ID: 136. The Slavonic Archeographic Collection in Nub “St. Kliment Ohridski” In Skopje and Educational Publishing Violeta MARTINOVSKA	285
Bildiri ID: 137. Eğitim Örgütlerinde Kültürel Çeşitlilik: Ampirik Bir Uygulama Işıl USTA, Agah Sinan ÜNSAR.....	287
Bildiri ID: 138. Characteristics, Methods and Classification of the Music – Didactic Games Vladimir TALEVSKI, Ivana TEMELKOSKA.....	292
Bildiri ID: 139. The Importance of the Emotional Competence of the Team Interaction among Healthcare Professionals Marieta TODOROVA, Nely PETROVA.....	297
Bildiri ID: 140. Tarih Yazımı ve Öğretimi Bağlamında Herodotos ve Thukidides Hacı ÇOBAN.....	302
Bildiri ID: 141. An Instructional Design; “Character Education” for Higher Education Students Nida TEMİZ.....	306
Bildiri ID: 142. Students' Opportunities to Use ICT during the Teaching Process and their Computer Skills Jasmina ARMENSKA, Nace STOJANOV, Goce ARMENSKI.....	312
Bildiri ID: 143. Contemporary Dimensions of the Principles of Family Education Desislava Vasileva STOYANOVA	318
Bildiri ID: 147. Kız Teknik ve Meslek Liselerinde Görev Yapan İngilizce Öğretmenlerinin Görüşlerine Göre Mesleki İngilizce Derslerinin Değerlendirilmesi Sevil BÜYÜKALAN FİLİZ, Elif ANDA	322
Bildiri ID: 152. Testing and Evaluation in the Practical Training of the Students in the Specialty of Midwife Kremena MITEVA	329
Bildiri ID: 153. The Role of the Teacher in the Education of the Health Professionals Kremena MITEVA, Albena ANDONOVA	333
Bildiri ID: 154. Characteristics of the Logical-Mathematical Cognition of the Children in the Early Childhood Development Vesna MAKASHEVSKA	337

Bildiri ID: 158. Views and Opinions of Teachers Regarding the Impacts of Music Folklore on Pupils from Grade I to Grade V MPhil. Ubavka MILOSESKA	341
Bildiri ID: 159. Sanat Yoluyla Eğitim ve Sanat için Eğitim Ayşe ÖZEL	347
Bildiri ID: 160. Yapılandırmacı Yaklaşımına Yönelik Akademik Başarı Testi Geliştirme Çalışması Belgin UZUNOĞLU YEGÜL	352
Bildiri ID: 165. “Gazlar ve Sıvılar” Konusunun Beyin Temelli Öğrenme Yaklaşımına Uygun Öğretiminin 10. Sınıf Öğrenci Başarısına Etkisi Canan CENGİZ, Faik Özgür KARATAŞ, Büşra TEMİZ, Gülşah AKAN	358
Bildiri ID: 166. Kadın Öğretmenlerin Lisansüstü Eğitim Yapma Sürecine İlişkin Görüşleri Nuray SEVİNÇ, Ezgi GÖL	363
Bildiri ID: 167. Montessori - Multicultural Education as Educational Choice Marieta PETROVA	370
Bildiri ID: 174. Female Wedding Songs from the Village of Simnica near Gostivar Mujaser ILJAZI	374
Bildiri ID: 175. Effective Classroom Managers are Made: Comparison of Novice and Experienced Teachers’ Perspectives on “Withitness” and “Classroom Rules” in Classroom Management Mustafa Onur CESUR	380
Bildiri ID: 176. A Neglected Dimension in Teacher Training Program: Professional Deontology Hakan DILMAN	387
Bildiri ID: 177. Social Work in School to Overcome the Aggressive Behavior among Students Desislava Vasileva STOYANOVA, Valentina Nikolova VASILEVA	392
Bildiri ID: 178. Deformities of the Spine and Chest of the Primary School Students in the Republic Of Macedonia Biljana GLIGOROVA, Gjoko SPASEVSKI	396
Bildiri ID: 180. Designing a Multicultural Environment in Primary Education Florina SHEHU	402
Bildiri ID: 184. Ortaöğretim Öğrencilerinin Öğretmenlerinde Gördükleri Estetik Liderlik Davranışları Ejder GÜVEN, Soner POLAT	407
Bildiri ID: 185. Teacher’s Intercultural Competence in the Classroom Izeta BABACIC	418
Bildiri ID: 187. Fen Bilgisi Öğretmen Adaylarının 5e Öğrenme Modeline Uygun Hazırladığı Ders Planlarının Değerlendirilmesi Ayberk BOSTAN SARIOĞLAN	423
Bildiri ID: 188. Bir Grup Fen/Matematik Öğretmeninin Kavramların Öğretimi ve Geliştirilmesi İle İlgili Görüşleri Aytekin ERDEM, Gürcan UZAL, Yaşar ERSOY	428
Bildiri ID: 191. Bir Grup Fen Öğretmeninin Laboratuvar Uygulama ve Deney Tasarlama Becerileri Konusundaki Görüşleri Gürcan UZAL, Aytekin ERDEM, Yaşar ERSOY	433

Bildiri ID: 193. Heart Defects (Congenital and Acquired) and Their Prevalence in School Age Children in the Republic of Macedonia Gjoko SPASEVSKI, Biljana GLIGOROVA	438
Bildiri ID: 194. Öğretmenlerin Öğrenme-Öğretme Ortamlarında Bilişsel Farkındalık Stratejilerini Kullanma Düzeyleri Hilal KAZU, Nuray YILDIRIM	441
Bildiri ID: 196. Yüksek Okulda Tıp Uzmanlarının Kontrol Ve Değerlendirmede En Tercih Edilen Yöntem Alie Havalıyova, Okean Kostov, Nejdie Ismail	448
Bildiri ID: 197. Yüksek Okulda Tıp Uzmanlarının Eğitiminde Üçüncü Kademedir Hasta Alie Havalıyova, Okean Kostov, Nejdie Ismail	450
Bildiri ID: 198. Meslek Yüksek Okulu Öğretim Elemanları ve Öğrencilerinin Durumlu Öğrenme Yaklaşımını Kullanma Düzeyleri İ Yaşar KAZU, Emine BOZU EKŞİ	454
Bildiri ID: 202. “Beş Şehir/ İstanbul ”da Aktarılan Değerler Asuman AKAY AHMED	461
Bildiri ID: 203. Öğretmen Adaylarının Etkili Dinleyici Profilleri Hilal KAZU, Demet DEMİRALP	471
Bildiri ID: 205. Multiculturalism and Innovative Approaches in Art Education Maja Raunik KIRKOV	477
Bildiri ID: 206. Technology Training Model for Electronic Musical Instruments of the Future Students-Primary Teachers Tsanimir BAYCHEV	481
Bildiri ID: 207. Implementation of the Formative Assessment in Combined Classes Jove Dimitrija TALEVSKI, Violeta JANUŠEVA, Milena PEJČINOVSKA	487
Bildiri ID: 210. Lise Öğrencilerinde Sanal Zorbalığa Duyarlık ve Sanal Mağduriyet Düzeyleri Arasındaki İlişkinin İncelenmesi Şenay SEZGİN NARTGÜN, Sümeyra Dilek UYLAS, Sefer YERLİKAYA	492
Bildiri ID: 211. The significance of Continual Enhancement of Teachers’ Skills at Research Procedures Application in Primary Education Milena PEJČINOVSKA, Jove Dimitrija TALEVSKI, Violeta JANUŠEVA	499
Bildiri ID: 212. Teaching Macedonian As A Foreign Language Violeta Januševa, Jove D. Talevski, Milena Pejčinovska	504
Bildiri ID: 213. Öğretmenlerin Sınıf Yönetimindeki Olumlu Davranışlarının Öğrenci Başarısına Katkısına İlişkin Öğrenci Algıları Şenay SEZGİN NARTGÜN, Sefer YERLİKAYA, Sümeyra Dilek UYLAS	510
Bildiri ID: 221. The Satisfaction of the Students from the Education for Promotion of Health Knowledge Albena ANDONOVA	518
Bildiri ID: 222. Lecture – Modern Aspects Albena Andonova, Kremena Miteva	521
Bildiri ID: 224. Project - Based Education of the Students in the Specialty of "Midwife" Zdravka ATANASOVA	525
Bildiri ID: 225. The Student s’ motivation in Health Care to Improve their Communication Skills Zdravka ATANASOVA, Silviya KYUCHUKOVA	532

Bildiri ID: 226. Sınıf Öğretmeni Adaylarının Bilgisayar Yeterlilik Düzeylerinin ve Eğitimde Teknoloji Kullanımına Yönelik Algılarının Belirlenmesi Muhammet YILMAZ, Lütfi ÜREDİ, Sait AKBAŞLI	536
Bildiri ID: 230. Sınıf Öğretmeni Adaylarının Girişimcilik Eğilimleri Üzerine Bir Araştırma; Mersin Üniversitesi Sınıf Öğretmenliği Bölümü Örneği Fatma ARIK, Lütfi ÜREDİ, Sait AKBAŞLI	544
Bildiri ID: 236. “Protect Yourself from Brucellosis”, a Chapter that should be Part of Health Education for Children of Rural Areas in Southern Albania Laura MEZINI, Zamira VLLAHO, Henri KORRO, Bledar LATE	549
Bildiri ID: 239. The Care Trends in Elderly Population Bagryana ILIEVA	552
Bildiri ID: 240. Developing in the Students With Medical Specialties Training Competencies for Working With Children Deprived of Parental Care Sylvia Kyuchukova	558
Bildiri ID: 241. “Knowing Our Learners: Language Learning Strategies and the Affective Filter Hy Igballe MIFTARI	561
Bildiri ID: 242. The Methods of Playng Games in the Training of the Medical Specialists Sylvia Kyuchukova, Zdravka Atanasova	567
Bildiri ID: 244. Roma Families and Bulgarian School (Case Studies on Motivational and Educational Counseling of Roma Parents and Children in the Psychological Offices at Schools) Denitsa ALPIEVA	570
Bildiri ID: 251. Türkiye ve İsveç Eğitim Sistemlerinin Yönetsel Açılardan Karşılaştırılması Mahmut POLATCAN	576
Bildiri ID: 255. Öğretmen Adaylarının Müzik Öğretimi Öz Yeterlilik Algılarının İncelenmesi Belgin UZUNOĞLU YEGÜL	583
Bildiri ID: 256. Yunanistan Eğitim Sistemi Üzerine Bir İnceleme: Amaç, Yapı ve Süreç Bakımından Türkiye Eğitim Sistemiyle Karşılaştırılması Ahmet SAYLIK	590
Bildiri ID: 259. History of Preschool Institutions and of Pre-Elementary Teachers in the Municipality of Gjilan Adelina HAJRULLAHU, Merita ZEJNULLAHU	597
Bildiri ID: 265. Teachers’ Autonomy In Vocational Training School Units Anastasios MARATOS, Aggeliki LAZARIDOU	601
Bildiri ID: 266. Modern Education Policies in the Context of Promoting Concepts for the Development of Gifted Children Biljana KAMCEVSKA	605
Bildiri ID: 268. The Issue of Identity in the Contemporary Macedonian Literature Jovanka DENKOVA, Mahmut CELIK	609
Bildiri ID: 270. Okul Öncesi Öğretmen Adaylarının Zekâ Puanları ile Öğrenmeye İlişkin Tutumları Arasındaki İlişkinin İncelenmesi Gülçin GÜVEN, Dilan BAYINDIR, Ezgi AKŞİN, Elif YILMAZ, Türker SEZER	612
Bildiri ID: 274. Taşınmalı Ortaöğretim Uygulaması Sorunları ve Çözüm Önerileri Hakkında Yönetici Görüşleri(Kız. Ereğli Örneği) Ayhan DİREK, Volkan ERDOĞAN	617

Bildiri ID: 276. Meslekleşmeden Kadrolaşmaya Okul Yöneticiliği İbrahim KALYONCU, Mehmet AKTİN	623
Bildiri ID: 277. Factor Structure of the Biomotor Space of the Fourth-Grade Female Students in the Republic of Macedonia Bujar SAIIT, Agon SAIIT	631
Bildiri ID: 278. 2013 MEB Okul Öncesi Eğitim Programına Göre Çocukların Gelişim Özellikleri, Gelişim Takip ve Değerlendirmeye Yönelik Öğretmen Görüşlerinin İncelenmesi Gülden Uyanık BALAT, Funda ÖNAL, Nesibe Nur ALHAN	635
Bildiri ID: 279. Work Project European Track - A Factor for Enhancing Practical Training of Students Milena TSANKOVA, Bozhanka BAYCHEVA	643
Bildiri ID: 280. Forming of Communication Skills in Students from Early School Age Bozhanka BAYCHEVA, Kameliya KOYCHEVA	649
Bildiri ID: 286. Flipped Classroom – A Pedagogical Model for Active Learning Gabriela KIRYAKOVA, Lina YORDANOVA, Nadezhda ANGELOVA	656
Bildiri ID: 287. Application of Physics in Volleyball Petya PETKOVA, Teodora SIMEONOVA, Petko VASILEV, Mustafa MUSTAFA, Darina BACHVAROVA, Nadezhda YORDANOVA and Yanko YANKOV	662
Bildiri ID: 288. Educators Views about the Inclusion of the Children with Special Educational Needs in the Regular Groups of the Kindergarten Despina SIVEVSKA, Jadranka RUNCEVA	665
Bildiri ID: 289. The Teacher and the Gifted Child Jadranka RUNCEVA, Despina SIVEVSKA	670
Bildiri ID: 292. Creativity in Teaching- An Innovative Approach in Education Lulzime Lutfiu KADRIU	674
Bildiri ID: 293. Gamification in Education Gabriela KIRYAKOVA, Nadezhda ANGELOVA, Lina YORDANOVA	679
Bildiri ID: 294 Pedagogjik Formasyon Alan Öğrencilerin Öğretmenlik Mesleğine ve Çağdaş Öğretmen Algılarına Yönelik Tutumları Osman TITREK, Şerife ÇETİN, Damla BÜLBÜL, A. Gökhan ASLANTÜRK	684
Bildiri ID: 295. Using Model Poems in Elementary Classroom: Benefits and Obstacles Daniela ANDONOVSKA-TRAJKOVSKA	691
Bildiri ID: 296. Galileo'dan Lorentz'e, Newton'dan Einstein'a Fen Bilgisi Öğretmenliği Öğrencilerinin Özel Rölativiteyi Kavrama Durumları Müge AYGÜN, Ümmü Gülsüm DURUKAN	697
Bildiri ID: 297. Are General Practitioners Satisfied With Their Postgraduate Training Program? Gergana PETROVA, Gergana FOREVA, Radost ASENOVA	703
Bildiri ID: 298. Eğitim Örgütlerinde Yönetici ve Öğretmen Gözüyle Öğ Alma K. Funda NAYIR	707
Bildiri ID: 299. Motivation Rate Among Postgraduate Students in General Medicine Gergana PETROVA, Gergana FOREVA, Radost ASENOVA	713
Bildiri ID: 300. Physical Capability and Coordination of Students in grades 5 - 8 Teodora SIMEONOVA, Petya PETKOVA, Nadezhda YORDANOVA, Yanko YANKOV, Petko VASILEV, Mustafa MUSTAFA, Darina BACHVAROVA	716

Bildiri ID: 306. Noktalama İşaretlerinin İlköğretim II. Kademe Türkçe Dersi Öğretim Programlarına ve Ders Kitaplarına Yansımaları Şenol SANCAK, Mehmet ALVER.....	721
Bildiri ID: 312. Ortaöğretim Öğrencilerinin Siber Zorba Davranışların Anne Baba Tutumları Arasındaki İlişkinin İncelenmesi Nilgün BELLİCİ, Erol YALÇINKAYA.....	729
Bildiri ID: 314. Ortaokul Öğrencilerinin Fen ve Teknolojiyle İlgili Merak Ettikleri Soruların Konulara Göre Dağılımının Belirlenmesi Ganze DOLU, İbrahim VESEK.....	735
Bildiri ID: 315. Fen Bilgisi Öğretmen Adaylarının Görüntü Çizimi ve Görüntünün Özellikleri Hakkındaki Bilgilerinin Belirlenmesi Ümmü Gülsüm DURUKAN, Müge AYGÜN	740
Bildiri ID: 319. The Use of Action Researches for Developing Multiculturalism in the Primary Education Florina SHEHU, Marieta PETROVA.....	745
Bildiri ID: 320. Makedonya’da Türkçe Eğitim Mahmut CELİK, Jovanka DENKOVA.....	749
Bildiri ID: 321. Gastronomi Eğitiminde Yeni Bir Yaklaşım: Sınıf Dışı Eğitim Mehmet SARIOĞLAN	753
Bildiri ID: 327. Meslek Yüksekokulu Öğrencilerinin Nano-Teknoloji ve Uygulama Alanlarıyla İlgili Görüşleri Nazlı ÜLKER, Faik Özgür KARATAŞ.....	758
Bildiri ID: 333. Ortaokul 7.Sınıf Öğrencilerinin Dörtgenleri Sınıflandırma Konusundaki Becerilerinin Uzamsal Yetenekleri Açısından İncelenmesi Merve Koçyiğit.....	764
Bildiri ID: 335. Educational Context and Continuity in the Transition of Children from Preschool toward Primary Education Tatjana Koteva – Mojsovska.....	771
Bildiri ID: 342. 2013 MEB Okul Öncesi Eğitim Programına Göre Fiziksel Ortamın Düzenlenmesine Yönelik Öğretmen Görüşlerinin İncelenmesi Güliden Uyanık BALAT, Nesibe Nur ALHAN, Funda ÖNAL.....	776
Bildiri ID: 346. Bando Okulları Komutanlığı’nda Çok Kültürlü Müzik Eğitimi Bahadır ÇOKAMAY	784
Bildiri ID: 348. Psikolojik Danışma ve Rehberlik Hizmetleri ile Mesleki Gelişme Etkisi Konusunda Öğretmen Adaylarının Algıları Filiz AKAR.....	791
Bildiri ID: 350. Çalışanların Örgütsel Destek Algılamaları: Dershane Öğretmenleri Üzerinde Bir Araştırma Adil OĞUZHAN, Agah Sinan ÜNSAR, Bünyamin SAKAL.....	797
Bildiri ID: 351. Hikmet Barutçugil’in Ebrularında Efsun Çiçeği Feryal BEYKAL ORHU, Şule TEKEŞİ	803
Bildiri ID: 352. Yöneticilerin Milli Eğitim Bakanlığı Stratejik Planlama Uygulamalarına Yönelik Değerlendirmeleri (Tekirdağ İli Örneği) Kenan ÖZDİL, Hakan BULUT.....	810

Bildiri ID: 354. Okul Yöneticilerinde Tükenmişlik (Tekirdağ/Süleymanpaşa Merkez İlçesi Örneği) Kenan ÖZDİL, Dilek BAŞTÜRK TÜRKSOY	823
Bildiri ID: 355. Öğretmenlerin Stres Kaynakları ve Stresle Baş Etme Yolları (Edirne İli Keşan İlçesi Örneği) Sinem ENGİN ÖZDİL, Halime TURNA	835
Bildiri ID: 357. Pedagojik Formasyon Öğrencilerinin Öğretmenlik Mesleğine İlişkin Öz Yeterlik İnançları Nuri AKGÜN, Tuncay ÖZDEMİR, Mahmut Remzi SOYSAL, Sümeyra Dilek UYLAS	847
Bildiri ID: 360. Docimological Categories in the Education Process Suzana NIKODINOVSKA – BANCOTOVSKA	853
Bildiri ID: 361. The School Libraries in the Function of Successful Realization of Modern Education Suzana KOTOVCEVSKA	856
Bildiri ID: 368. Interculture and the Literary Discourse Mito SPASEVSKI	860
Bildiri ID: 373. Öğretmen Adaylarının Mesleki Öz-Yeterlik Algıları ile Teknopedagojik Eğitim Yeterlikleri Arasındaki İlişki Suat YAPALAK	864
Bildiri ID: 374. Öğretmen Adaylarının Epistemolojik İnanç ve Güdülenme Stratejileri Arasındaki İlişkisi Suat YAPALAK	869
Bildiri ID: 375. Contributions of Estimable Educationalist of the 2nd Constitutionalist Period Sati Al-Husri to Turkish Education System Sabri Can SANNAV	873
Bildiri ID: 376. The Prominent Educationist of the Second Constitutional Era, Emrullah Efendi and His Contributions to Turkish Education System Sabri Can SANNAV	877
Bildiri ID: 381. Sınıf Öğretmeni Adaylarının Dörtgen ve Aile İlişkileri Algıları Funda GÜNDOĞDU ALAYLI, Elif TÜRNÜKLÜ, Elif Nur AKKAŞ	882
Bildiri ID: 382. Köy Okullarındaki 7. Sınıf Öğrencilerinin Bilimsel Süreç Becerileri, Bilimsel Tutum, Fen Öğrenmeye Karşı Motivasyon ve Akademik Başarılarının İncelenmesi Hüsnüye DURMAZ, Seçkin MUTLU	888
Bildiri ID: 383. Multiculturalism and Interculturalism in Education Snezana JOVANOVA – MITKOVSKA, Biljana POPESKA	895
Bildiri ID: 384. Self-Evaluation in Pre-School - Situation, Challenges Snezana JOVANOVA-MITKOVSKA	902
Bildiri ID: 386. An Enquiry of Some Factors Referring to the Children with Special Educational Needs Plamen PETKOV, Zhivko ZHEKOV, Svetlana IGNATOVSKA, Nalyan CHAKAROVA-SAAMIEVA	908
Bildiri ID: 387. Neuropsychological Evaluation of Children with Special Educational Needs Plamen PETKOV, Ivan KARAGIYOZOV, Kalina ALEXIEVA	913
Bildiri ID: 389. Okul Öncesi Eğitim Kurumlarında Bulunan Öğrenme Merkezlerinin Milli Eğitim Bakanlığı Programına Uygunluk Durumunun İncelenmesi Fatma ALİSİNANOĞLU, P.Tuğba ŞEKER, Rana Nur BAŞKAL, Serap ERDEM, Gözde KARAHALILOĞLU	918

Bildiri ID: 391. Patchwork Algoritması ile Yazılmış Masaüstü ve Mobil Bilgi Gizleme Uygulamalarının Dayanıklılık ve Histogram Analizi Sinan SERBESTOĞLU, Andaç ŞAHİN MESUT	925
Bildiri ID: 395. Multicultural Education – One of the Concepts and Philosophies for Inclusion in Early Child Development Biljana CVETKOVA DIMOV, Tatjana ATANASOSKA, Marzanna SEWERYN-KUZMANOVSKA.....	931
Bildiri ID: 396. Kimya Eğitiminde Kavram Karikatürleri Kullanımı: Gazlar Konusu Gamze DOLU, Handan ÜREK.....	935
Bildiri ID: 399. Ortaöğretim Demokrasi ve İnsan Hakları Programının Değerlendirilmesi Pervin Oya TANERİ.....	941
Bildiri ID: 400. Some Regular in the Development of Adult Education in Bulgaria Valentina Nikolova VASILEVA	947
Bildiri ID: 401. Nörodidaktik ve Nörobiyolojik Gelişmeler Açısından Erken Yaşta Yabancı Dil Eğitiminin Önemi Mukadder Seyhan YÜCEL	950
Bildiri ID: 402. New Approach in the Practical Training of Students for Prevention of Spinal Deformities in Kindergartens Ruska PASKALEVA, Hristina MILCHEVA, Katya MOLLOVA, Mariyana PETROVA, Anushka UZUNOVA.....	955
Bildiri ID: 404. Motivation and Participation of Students from Specialty « Rehabilitation Therapist » In Additional Internships and Practices Ruska PASKALEVA.....	959
Bildiri ID: 409. The Lexis in the Literature for Children Biljana MALENKO	965
Bildiri ID: 411. Astronomi Dersinin Fen Bilgisi Öğretmen Adaylarının Yıldızlar Hakkındaki Kavramsal Anlamalarına Etkisi Emrah OĞUZHAN DİNÇER, Derya ÇOBANOĞLU AKTAN.....	970
Bildiri ID: 412. Müziksel İşitme Okuma Yazma Derslerinde Bilgisayar Destekli Programlı Öğretim Yönteminin Etkililiği Eda NAZLIMOĞLU.....	976
Bildiri ID: 413. Özel Okul ile Devlet Okulunun Öğrencilerin Görüşüne Dayalı Olarak Eğitim Yönünden Karşılaştırılması Nurcan ÖZKAN	984
Bildiri ID: 414. Characteristics of Successful Systems for the Evaluation of Teachers' Work Sonja PETROVSKA.....	990
Bildiri ID: 415. Process Quality of the Preschool Education Centers Belkis TEKMEK.....	994
Bildiri ID: 417. İlk ve Ortaokullarda Çevre Eğitiminin İncelenmesi Ertuğ CAN, İbrahim SERENÇELİK	1000
Bildiri ID: 418. Öğretmen Adaylarının Eğitsel İnternet Kullanımının Çeşitli Değişkenler Açısından İncelenmesi Hasan ÖZGÜR, Fatma AKGÜN.....	1009

Bildiri ID: 419. BÖTE ve Uzaktan Eğitim Öğrencilerinin Bilgisayar ve İnternet Kullanımına İlişkin Etik Dışı Davranışlarda Bulunma ve Maruz Kalma Durumları Fatma AKGÜN, Hasan ÖZGÜR.....	1015
Bildiri ID: 420. Yazın Dersinde Kısa Film İncelemesi Hikmet ASUTAY	1023
Bildiri ID: 422. Almanca Yapı Bilgisine Yönelik Karşılaştırmalı Bir Uygulama Handan KÖKSAL	1027
Bildiri ID: 427. Web-Siteleri Yardımıyla Almanca Yabancı Dil Becerilerinin Geliştirilmesi ve Yaşam Boyu Öğrenme Yıldırım TUĞLU	1033
Bildiri ID: 428. Almanca Dil Kurslarında İşitsel Materyallerle Dil Becerilerin ve Kelime Haznesinin Geliştirilmesi Yıldırım TUĞLU, Banu TABAK	1038
Bildiri ID: 429. Bir Testin Sınıflama Doğruluğunun Kümeleme ve ROC Analizi ile İncelenmesi Ömay ÇOKLUK, Fazilet TAŞDEMİR	1044
Bildiri ID: 433. Preparation and Qualification of Teachers - European Models and Bulgarian Specifics Iliana PETKOVA	1050
Bildiri ID: 434. Proje, Performans ve Araştırma Ödevlerinde Etik: Öğrenciler Ne Söyledi? Yıldırım AYDIN, Sabri SİDEKLİ, Kasım YILDIRIM	1056
Bildiri ID: 435. Vefa Değeri: Öğrenciler Ne Söyledi? Sabri SİDEKLİ, Yıldırım AYDIN, Sevgi ÇAKIR	1062
Bildiri ID: 439. Öğretmen Adaylarının “Öğretmenlik Uygulaması” Dersine Yönelik Görüşlerinin İncelenmesi (Trakya Üniversitesi Örneği) Yücel Atıla ŞEHİRLİ	1069
Bildiri ID: 443. Türkiye’de Psikolojik Danışma ve Rehberlik Eğitimi: Nitel Bir Değerlendirme Seda DONAT BACIOĞLU	1082
Bildiri ID: 446. Çocuk Üniversitesi Programına İlişkin Veli Görüşlerine Dayalı Bir Program Değerlendirme Çalışması Şule ÇEVİKER AY	1089
Bildiri ID: 451. Bir Durum Çalışması: Çocuk Üniversitesi Programı, Öğrencilerin Beklentileri ve Değerlendirmeleri Şule ÇEVİKER AY	1096
Bildiri ID: 452. Okul Öncesi Kurumların Önemi ve Bu Kurumların Çocuk Üzerindeki Etkileri Berrin MAZICI	1103
Bildiri ID: 458. İşbirliğine Dayalı Okul Yönetimi: Alacabal İlkokulu Örneği Muhammet YILMAZ, Fatih DEMİR, Ömer ASLAN	1114
Bildiri ID: 459. Matematigi Sevdirmek İçin Kriptoloji Derya ARDA	1120
Bildiri ID: 463. Toplam Kalite Yönetimi: Köşe Bucak Matematik Projesi Uygulama Örneği Fatih DEMİR, Ömer ASLAN, Muhammet YILMAZ	1126
Bildiri ID: 464. Cartographic Literacy for Pedagogy Students Marian DELCHEV	1134

Bildiri ID: 465. Self-assessment of the professional competencies for social work by Social pedagogy students Tsveta DELCHEVA	1140
Bildiri ID: 466. Is the Multiculturalism in The Process of Globalization an Objective? Or a Tool? Different Interpretations of Multiculturalism and Its Reflections upon Education Cemile ARIKOGLU-ÜNDÜCÜ	1146
Bildiri ID: 468. Hesap Verebilirlik Diline Dair Bir Çalışma Minever ÇETİN, Şamil TATIK, Sitar KESER, Ayşe DURMAZ	1155
Bildiri ID: 469. Representation of fractions in the mathematics textbooks: A comparative look in Kosovar, Albanian and Macedonian mathematics textbooks Eda VULA, Fitore PODVORICA	1162
Bildiri ID: 471. Sanat Eğitiminde Yenilikçi Yaklaşımlar İçinde Etkili Öğrenmede Öğrenci ve Öğretmenin Rolü Hatice KETEN	1169
Bildiri ID: 472. Türkiye’de Eğitim Politikaları Alanında Yapılan Lisansüstü Tezlerin İncelenmesi (2002-2014) Güven ÖZDEM	1176
Bildiri ID: 479. Ortaokul Matematik Ders Kitaplarının Probleme Dayalı Öğrenme Yaklaşımının Uygulanabilirliği Açısından Değerlendirilmesi Neslihan USTA, Fatih TAŞ	1184
Bildiri ID: 488. Akademik Yazında Pragmatik Tutum: Eğitim Yönetimi Alanına Bir Bakış Binalı TUNÇ, Gündüz GÜNGÖR	1193
Bildiri ID: 491. Sınıf Öğretmenliği Öğrencilerinin Akademik Motivasyonları ve Öğrenme Yaklaşımlarının Akademik Başarılarını Tahmin Etmesi Barış Çetin	1202
Bildiri ID: 492. Teknolojik Araç ve Sistemlerin Okulların “Gözetiminde” Kullanılmasına Dair Olgubilimsel Bir Çalışma Binalı TUNÇ, Pınar ULUTAŞ	1209
Bildiri ID: 496. Kelime Hazinesi ve Okuma Arasındaki İlişkinin İncelenmesi Bengisu KAYA	1218
Bildiri ID: 502. Üniversite Birinci Sınıf Öğrencilerinin İngilizceye Yönelik Motivasyonlarının Çeşitli Değişkenler Açısından İncelenmesi Emine Şeyda SÜME	1224
Bildiri ID: 510. Araştırma Etigine İlişkin Senaryo Denemeleri: Bir Örnek Uygulama Ömay ÇOKLUK, Gizem UYUMAZ	1232
Bildiri ID: 512. Günümüz Sanat Eğitimi Bağlamında Güncel Sanat Dersleri ve Öğrenci Projelerinden Örnekler Ülğaz (ÖZGEN) TOPCUOĞLU	1239
Bildiri ID: 513. Vaka Temelli Öğrenmeye İlişkin Öğrenciler Neler Düşünüyorlar? Eğitim Psikolojisi Dersi Uygulaması Ayten EREN ARTAN, Sevilay YILDIZ	1245
Bildiri ID: 517. Türkiye Ve Japonya Eğitim Sistemlerinin Karşılaştırılması Sevilay YILDIZ, Mehtap YILDIRIM, Fatih YALÇIN, Demet BAYCAN, Ender KAHRAMANOĞLU	1252

Bildiri ID: 529. Yaşam Boyu Öğrenmede Televizyonun Rolü Bağlamında Bir Gündüz Kuşağı Programı: “Gülben” M. YüsrarARSLAN, Zuhai DEMİR.....	1260
Bildiri ID: 530. Necati Cumalı’da Rumeli Coğrafyası Esat Can, Salih Okumuş	1267
Bildiri ID: 532. Demokratik Okul Kültürü Stratejisi ve Faaliyetlerinin Denendiği Pilot Okullarının Demokratik Okul Kültürü Oluşturma Bakımından Uygunluğu (Edirne Örneği) Ethem Nazif BAYAZITOĞLU.....	1275
Bildiri ID: 536. International Mobility of the Students from Medical College -Trakya University, Stara Zagora in Turkey Mariya DİMOVA Hristina MILCHEVA	1278
Bildiri ID: 538. Religious Education in Function of Multiculturalism from Macedonian Perspective Snezana MIRASCIEVA, Daniela KOCEVA.....	1281
Bildiri ID: 544. Eğitimde Anadil: Uluslararası ve Ulusal Belgeler ve İki Dilli Eğitim İstekleri Yücel Atıla ŞEHİRLİ	1285
Bildiri ID: 547. Coğrafi Mekanı Planlamada Coğrafya Eğitiminin Rolü Ersin GÜNGÖRDÜ	1300
Bildiri ID: 565. Öğrenme Güçlüğü Olan Bireylerde Kendini İzleme Stratejisiyle Yapılmış Araştırmaların İncelenmesi Mehmet YAVUZ, İbrahim COŞKUN	1304
Bildiri ID: 566. Öğretmen Adaylarının Fizik Problemi Çözmede Kullandıkları Öz-Düzenleme Stratejileri ile Fizik Dersi Öz-Yeterlik Algılarının İlişkisi Murat ÇELTEK	1312
Bildiri ID: 567. Öğretmen Adaylarının Öğretim Teknolojilerine Yönelik Tutumları ile Öğretmenlik Mesleğine Yönelik Öz-Yeterlik Algılarının İlişkisi Murat ÇELTEK	1318
Bildiri ID: 574. The Problems from Mathematical Olympiads in the Teaching of Students - Future Primary School Teachers Hristo MELEMOV	1323
Bildiri ID: 575. Semantic Classification of the Turkish Names of the Villages in the Smolyan Region Elena NIKOLOVA, Vanya KRASTANOVA, Miroslav MIHAYLOV	1327
Bildiri ID: 576. Archaisms and borrowings of languages in contact in the regions of the Balkans Zarije NUREDINI.....	1333
Bildiri ID: 577. Developing Intercultural Communicative Competence in Foreign Language Teaching Blerta DEMIRI.....	1336
Bildiri ID: 578. Opportunities for the Development of Emotional Intelligence of Student- Teachers with Art Music Penka MARCHEVA	1343
Bildiri ID: 579. Educational Aspects of Portfolio in the Development of University Students-Future Music Teachers Penka MARCHEVA	1346
Bildiri ID: 580. Pedagogical skills essential for working in "interfaith classroom“ in elementary school (Or: how to teach the knowledge of religions in elementary school?) Rumyana NEMINSKA	1350

Bildiri ID: 581. Factors of School Effectiveness	
Mariya TENEVA	1354
Bildiri ID: 582. Permanent Education of Teachers	
Simona PALCHEVSKA	1358
Bildiri ID: 584. Social Media In Education	
Violeta Georgieva	1362
Bildiri ID: 586. Dilbilim Kuramları ve Kuramların Uygulama Boyutu: Bir Dizi Film Betimlemesi	
“ Kadın İsterse”	
Nur CEBECİ	1367
Bildiri ID: 589. E-Learning And E-Services For Student-Kosovo Case Study	
Lulzim SHABANI	1372
Bildiri ID: 590. Characteristics of social inclusion model for overcoming destructive tendencies of student behavior in 4.-5. Class	
Maria SIMITEVA	1378

RELIGIOUS EDUCATION IN THE FUNCTION OF MULTICULTURALISM FROM MACEDONIAN PERSPECTIVE

Snezana MIRASCIEVA¹

Daniela KOCEVA²

Abstract

This paper is focused on the question of effects of the introduction of religious education in Macedonian primary schools. Namely, the reforms in the Macedonian educational system, in the part that relates to the curriculum for primary education, among other issues, deal with the enrichment of the curriculum with religious content. The aim of this reform is to encourage multiculturalism and intercultural communication for confessional tolerance, democratic dialogue, mutual respect, common life and progress of community. A few years ago, a subject with religious content was introduced to elementary school students, entitled Ethics in religion, which has the status of an elective subject. At first parents and teachers rather adversely embraced this reform. However, several years of experience have shown positive results that will be presented in this paper in full. But here we feel the need to mention a few of them: increased interest in the contents of this subject; each year the greater number of students who choose this subject, and also increasing interest among parents. With the introduction of standards for student achievement, students' average performance on this subject (in comparison with other items) was significantly higher in comparison with the external assessment of student achievement, almost the highest at around 4 (the data refer to academic 2013/14 year).

Keywords: multiculturalism, religious education, primary school.

INTRODUCTION

Young people have a perfect right to good education. They deserve committed educators, safe schools, powerful learning opportunities, but, most of all, a clear sense of direction that offers them insight in the values, norms and beliefs of the global community. In Europe, there is a long tradition of public moral and religious education, in close cooperation with churches and faith communities. Because religions are more and more often behind the forging and assertion of multiple identities, the authorities have a duty to take the utmost account of them when establishing democratic rules and arrangements for "living together". Local authorities are ideally placed to lead this work, which requires creativity, imagination, a willingness to engage in dialogue and the opening of meeting places. Such an approach needs to go hand-in-hand with an analysis of this new state of affairs. It also calls for the sharing of experience. It is for this reason that the Congress of Local and Regional Authorities of the Council of Europe has chosen this avenue and launched a debate, in which local political figures and university researchers have been closely involved. The fact that it is sizing up the issues thrown up by intercultural and interfaith dialogue and opting for an approach based on mutual knowledge means that it has chosen from the outset to break new ground. This is the key objective of this European contribution to democratic debate and to action by the authorities in the context of religious pluralism. For many years the Intereuropean Commission on Church and School has sought to help professional educators and others find out more about the situation of Religious Education in European countries. This has been achieved through publications containing information about this school subject and by increasing the exchange among experts and developing comparative work.

RELIGIOUS EDUCATION IN THE FUNCTION OF MULTICULTURALISM IN EDUCATION

In global society, the number of discussions and dialogues about the questions of how and to what extent studying religion in education has formed the notion of self and others in an individual has been constantly increasing. The most frequently asked question is how education contributes to social tolerance or intolerance, stereotypes and prejudice. As an illustration, the Council of Europe and the government of Norway have promoted the model of inter-governmental exchange for education and the role of religion. In some countries there are still sharp discussions and disagreements in opinions among advocates of the attitude in favor of inclusion of religion in schools (often lead by religious institutions) and their opponents who are inclined to "keep religion out of school. Increased pluralism in the society and the demands for the rights of ethnic communities question the educational policy that "ignores" or in some other manner discriminates religious traditions and values of ethnic communities. The comparative analysis of certain written sources says that religious education as a separate subject in multiple educational systems has a status of either a compulsory or an

¹ Faculty of Educational Sciences, University "Goce Delchev" - Stip
snezana.mirascieva@ugd.edu.mk

² Faculty of Educational Sciences, University "Goce Delchev" - Stip
daniela.jakimova@ugd.edu.mk

optional subject. But, there are systems where there this is not a separate subject but certain religious contents are covered within specific topics in other teaching subjects such as history, philosophy, sociology, language, and literature. It is true that today it is hard to find a country in which the policy of separation of church from state or national policy of secular education reached a full shutdown of religion from educational policy and school practice. The discussion of religion is often impulsive with no understanding and with political and emotional charge. Firm stance and opinions commonly heard and on which policy and practice are based are contained in the assertions that: religion and church have no place in public schools, and that religious education is indoctrination. In that sense, a number of issues have been initiated: is the separation of state and religious institutions necessary for an open society, which are the interests of religious institutions for democracy, social changes and the system of education, are there educational objectives and forms of religious education that should be studied in an open society, etc. Due to the fact that the society today is facing a moral crisis of young people, does religious education have to be part of the curriculum, and whether in young people see the solution of their problems in it. And even if it is so, what is it that needs to be included in the programs? In this interest is the Convention on Human Rights, which, together with International Education Standards directs the national policy towards the inclusion of religion into the educational sphere. Parents and religious institutions are responsible for the personal religious and spiritual development of children, not schools – this is an often emphasized assertion. But it raises the following question: can the factors influencing development, such as parents, peers, and other external influences, be practically singled out? Learning about different religions in schools is necessary in order to increase tolerance and social cohesion. But the dilemma that arises is whether religion really has the power to develop the skills of tolerance and respect for diversity, and, if it does, how these competences will be developed. Is it possible to study religion as part of culture in the analytical model of these two phenomena, with a certain dose of contents from these two? The fact is also that religion as part of culture has a strong influence in the formation of the religious identity of each individual, and that in turn this is reflected in the recognition of the characteristics of a multicultural environment and intercultural communication.

RELIGIOUS EDUCATION FROM MACEDONIAN PERSPECTIVE

A full-blown definition of religiosity will not be attempted here. However, it is important to distinguish between two separate, though complementary, aspects. As a rule, religious systems include both practices (usually institutionalized in the form of a Church) and a collection of ideas and beliefs. Both dimensions have been mapped by constructing two corresponding indexes. The first one relates to affiliation/identification with the institutional side of religious practice, i.e. a church, and will be referred to henceforth as 'religious belonging'. The second one is connected more to the ideational/beliefs side of religion and shall be termed 'religious believing'. While religious systems normally integrate both the institutional and the ideational sides, a distinction is necessary as both belonging without believing and especially believing without belonging are possible. Why we need religious education? There are a lot of question especially in education environment as "What can I learn from you if we cannot be different from each other? Why would I learn at all when it does not make a difference where you come from, who you are, and what you stand for?" Educational meeting places originate where differences in interpretation occur. 'You are different from me, your way of acting is strange to me, but I want to know you, you intrigue me. This is where I stand, where do you stand?' These questions can open up the context of 'diversity' in the classroom and reshape it into a 'learning in difference' experience, wrote Roebben. There is a religious aspect to many of the problems that contemporary society faces, such as intolerant fundamentalist movements and terrorist acts, racism and xenophobia, and ethnic conflicts; and considerations should also be given to inequality between sexes in religion. Religions are a trouble maker. So Religion often reinforces, or is used to reinforce, international, social and national minority conflicts. The question of tolerance has to be further developed. But we must say that there are more comprehensive perceptions of religion such as: Religion as a strictly personal matter, Religious communities, Religions as (at least) »cultural facts«, the religious dimension of intercultural dialogue as a part of multiculturalism, etc. There are considerable overlaps between the Council of Europe's agenda and the concerns of religious communities: human rights, democratic citizenship, and promotion of values, peace, dialogue, education and solidarity. The purposes of religion are: to guarantee freedom of conscience and religious expression, to promote education about religions, to promote better relations with and between religions and to promote the cultural and social expression of religions.

In this sense, experts speak of a few concepts on studying religion in schools, as follows: Learning *about* religion, Learning *in/through* religion and Learning *from* religion. These concepts are in accordance with the four principles, four pillars of education of The international Commission on Education for the twenty-first century (Learning: The Treasure Within, 1996):

- *learning to know* (acquiring the instruments of understanding)
- *learning to do* (to be able to act creatively on one's environment)
- *learning to live together*, learning to live with others (so as to participate and co-operate with other people in all human activities)
- *learning to be* (the aim of development is the complete fulfillment of man in all the richness of his personality).

These principles can be seen as elements of a holistic approach to education, an integrative understanding of education, where *body-mind-spirit* are not fragmented and isolated but integrated. So, education must simultaneously provide maps of a complex world in constant turmoil and the compass that will enable people to find their way in it. For these reasons, today the concept *Learning about religion* is being promoted. This concept is the answer to the question about what kind of education and religious education we need to provide a sustainable future together. The main idea of this concept is: multi-religious learning, knowing the other, information through documentation, heuristic competence and the teacher provides information as an *expert*. *Education about religion* is a concept whereby religions are taught outside of themselves, beyond religions in a historical - descriptive way. Religious beliefs and values are studied in order to understand their impact on the individual and the community. Holy books, the Bible and the Qur'an are read not as sacred texts but as historical-literary works. This concept promotes religious studies or comparative religious systems. The concept of *Education from religion* is also interesting. With this approach students have the opportunity to seek answers from different religions on certain religious and moral matters of faith and morals, religion and ethics. We use contents that already exist in the religions as answers to questions. With this concept the focus is placed on students' experiences. In fact, *learning from religion* is a concept with a few crucial elements such as: inter-religious learning, respecting the other, interpretation through communication, social competence, etc. In this concept the teacher manages the communication as a *moderator*.

In the last four school years, the subject Ethics in Religions was introduced in the Republic of Macedonia in the sixth grade with the status of an elective subject. Its introduction is the result of a survey conducted on citizens according to which religious education or scriptures should be introduced, primarily due to the continuation of religious heritage and traditions and the preservation of religious communities, as well as to strengthen mutual tolerance and respect for human and civil rights and freedoms. The curriculum should be in the form of "teaching about religion" and it should include the study of major domestic religions, with the representation of one lesson a week. It should be conducted by theologians delegated by religious communities whose religion is taught. Also, the teaching subject should provide testing and evaluation of knowledge and skills, clearly defined at the level of standards with a range of indicators. Finally, during lessons, students should not be divided on religious or gender grounds, but the choice of these should be left to the students. Our study includes students from the sixth grade of five elementary schools, during a period of four school years, from 2010/11 to 2013/14 year. Starting from the 2010/11 school year onwards we analyzed student achievement in the subject Ethics in religion expressed in the school assessment. The analysis of the pedagogical documentation and records showed that the number of students choosing this subject is increasing (from 30% in 2010/11 school year to 65% in 2013/14 school year). The analysis of school achievement found that it is relatively high. The average grade of students who attend Ethics in religion is relatively high (4.32), which corresponds to the average school performance (4.20).

CONCLUSION

Over recent years, the question of the place of religion in public life has re-emerged in Europe, in societies which, though ever more secular, are increasingly multicultural and in search of meaning. The debates over the new European constitution, concerning the cultural and religious identity of Europe, clearly demonstrated the currency of the issue and the extreme sensitivity surrounding it in an enlarged Europe. As a mirror of society, school is directly concerned with the question of the place of religion in public life. There is by no means unanimity on the subject, as is evident from the growing controversy, not only over the presence and wearing of religious symbols in school, but also over the status to be given to teaching about religions. Some would say that such issues are marginal when considered alongside the major challenges of equity and efficiency confronting state education systems that are faced with significant budgetary restrictions. The issues take on a whole new meaning when seen in the larger perspective of educating citizens who will be living and working in ever more multicultural societies and when religion is seen as a cultural fact and a field of knowledge that cannot be ignored. Teaching about religions and other convictions, together with the broader objective of intercultural and citizenship education for young people should play a very important role in reversing this trend. However, approaches to religious education adopted in state schools in Europe still have some way to go to take up this challenge. Such approaches are very varied and remain deeply rooted in the history and circumstances of each state. Teaching can be confessional or non-confessional, obligatory or optional, with or without an alternative

subject. It can also take the form of teaching about religious facts and be integrated into existing subjects. It can be provided by the different confessions, by the state or through cooperation between church and state. Circumstances are not set in stone, however, and over the last 20 years there have been interesting developments that may augur more important changes in the future. While confessional teaching may remain the most widespread approach in Europe (with occasional gestures towards religious diversity), non-confessional, neutral and plural-religious teaching, as well as teaching about religious facts (*fait religieux*) appear to be gaining ground. In that context the question of religious education in the Republic of Macedonia has great relevance and is subject to numerous expert analysis, discussions and expertise. The fact is that the upward trend of interest in teaching the subject of Ethics in religion is also present today, which imposes questions to think about: should it get the status of a compulsory teaching subject, how many years should it be studied in the educational system (at present it is being studied in only one grade), can and should it also be studied in secondary education, and let us not exclude the possibility of introducing it in higher education (although at teachers' faculties there are elective courses that partially or fully comprise religious contents, such as: Multicultural education, Religious systems, Religious communities). The answer to these questions will be an incentive for some subsequent research.

REFERENCES

- Ančić, B. i T. Puhovski (2011.) Vjera u obrazovanje i obrazovanje u vjeri: Stavovi i iskustva nereligioznih roditelja prema religiji i vjeronauku u javnim školama u Republici Hrvatskoj. Zagreb: Forum za slobodu odgoja.
- Годишен извештај за работа на ООУ „Ванчо Прке“ Штип за учебната 2010/11; 2011/12; 2012/13; 2013/2014
- Годишен извештај за работа на ООУ „Тошо Арсов“ Штип за учебната 2010/11; 2011/12; 2012/13; 2013/2014
- Годишен извештај за работа на ООУ „Гоце Делчев“ Штип за учебната 2010/11; 2011/12; 2012/13; 2013/2014
- Годишен извештај за работа на ООУ „Димитар Влахов“ Штип за учебната 2010/11; 2011/12; 2012/13; 2013/2014
- Годишен извештај за работа на ООУ „Славејко Арсов“ Штип за учебната 2012/13; 2013/2014
- Kodelja, Z., Bassler, T.(2004). Religija i školovanje u otvorenom društvu. Ljubljana: Okvir za informirani dijalog.
- Pepin. L. (2009). Teaching about Religions in European School Systems- Policy issues and trends. London : Alliance Publishing Trust
- Roebben, B.(2009). *Seeking Sense in the City*. Berlin: European Perspectives on Religious Education.

